

(January to March, 1927.
(April to July, 1927, overseas.)

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET.)

FORM II. (A and B).

PUPILS' NAMES

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Bible Lessons.

In all cases the Bible text must be read and narrated without interruption.

A & B *The Bible for the Young*, by Dr. Paterson Smyth: *Joshua and Judges*, Part I., lessons 1-8 (A.P.C.K., 1/6). [Suitable parts from *Joshua* 1-3, 5-7, 9, 10, 14, 15, 19-21.] Teacher to study Lesson (from Paterson Smyth) to bring the passage home to the children, adding comments if necessary.

St. Luke's Gospel, chapters 8-16.

Sunday Reading (optional):

A & B (a) *The Children's Year* (Church Seasons), by the Rev. G. R. Oakley (S.P.C.K., 3/6). (b) S.P.C.K. *Bible Atlas* (1/-). (c) *Helps to the Study of the Bible* (Oxford Press, 3/6). (d) *The Book of the Long Trail*, by Sir H. Newbolt (Longmans, 2/6), pp. 53-118.

A (e) *Bishop Patteson of the Cannibal Islands*, by E. Grierson (Seeley, 3/6). (f) *At the Back of the North Wind*, by George Macdonald (Blackie, 6/-).

B (e) *Sketches of Church History*, by E. Grierson (S.P.C.K., 3/6). (f) *Wigwam Stories*, by M. C. Judd (Ginn, 4/-).

Sunday occupations:

A *The Book of Centuries*. (Notes by Miss Bernau, P.N.E.U. Office, 4d.).

A & B Mottoes and texts written in beautiful lettering on good paper (see "Bridges").

† The 107th term of work set since the Parents' Union School began

For private daily Bible reading children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectiones* (Spottiswoode, 1d. each, 1926). For hymns: *Songs of Praise* (Oxford Press, 2/6, or 6d.), or, *The Church and School Hymnal* (S.P.C.K., 1/6, or with music, 3/6). *Daily Prayers for Schools: Jubilate Deo*, by L. James (Oxford Press, 1/-).

Writing.

A & B *A New Handwriting** (is not script; very important), by M. M. Bridges (P.N.E.U. Office, 5d. a card); teacher to study instructions (6d.): practise card 3. Transcribe, with card 6 as model, some of your favourite passages from Shakespeare's *Henry V.*, or from Poetry Books set. Two perfectly written lines every day.

Dictation.

A & B Two pages at a time to be prepared carefully, then a paragraph from one of these pages to be written from dictation, or, occasionally, from memory. Use the books set for reading and natural history. Words not known to be visualized (see *Home Education*, pp. 240-243).

Composition (written or oral narration daily after each lesson).

A Stories from work set in (a) History and Reading, or, (b) events of the day, etc., from well-written papers. Verses on famous people you are reading about, in the metres of poems read.
B Stories from the term's reading. Children in B who cannot write easily may narrate part.

English Grammar (see N.B. 3.)

Parse and point out Subjects, Verbs, Objects, every week, making progress each term.

A & B *The Parts of Speech and their Uses*,* by H. W. Household (Macmillan, 1/9). (A), pp. 40-61. (B), pp. 3-14.
A or, (2nd year, for quick revision), *A New English Grammar*,* by R. B. Morgan (Murray, 2/-), pp. 40-64, with additional exercises from *Exercises in English Grammar*,* by R. B. Morgan (Murray, 1/9).

English History.

A & B *A History of England*,* by H. O. Arnold-Forster (Cassell, 8/6), chapters 26-34, inclusive, pp. 208-265 (1827-1485).

Teacher will find useful Quennell's *A History of Everyday Things in England*, Part III. (1400-1499), (Batsford, 3/-).

Take the *Home and Classroom* section of *The Times*: order direct from Times Office (6/- yearly).

French History.

A & B *A First History of France*,* by L. Creighton (Longmans, 5/-), pp. 85-133 (1328-1482),
or, B *Stories from French History*, by E. C. Price (Harrap, 2/6), chapters 7-12, inclusive.

General History.

A *The Ancient World*,* by A. Malet (Hodder & Stoughton, 3/6), pp. 252-288.

Keep a Book of Centuries (P.N.E.U. Office, 1/9, see notes by Miss Bernau, 4d.), putting in illustrations from all the history studied during the term (Bible, English, French, General).

Visit The British Museum or local museum: The Stone Age, see *Ancient and Medieval Art*, by M. W. Bulley (Methuen, 10/6), lesson 1 (with post cards, p. xxix.). *British Museum Guide to the Antiquities of the Stone Age* (Oxford Press, 2/6); *British Museum Postcards*, series 15 (Oxford Press, 1/-).

Citizenship.

A North's *Plutarch's Lives: Demosthenes** (Blackie, 10d.). *Smith's Classical Dictionary* (Dent, 2/6). *Classical Atlas*, (Dent, 2/6). *The Complete Citizen*, by R. Wilson (Dent, 2/6), pp. 11-61.

B *Stories from the History of Rome*,* by Mrs. Beesly (Macmillan, 2/6), pp. 62-129.

Geography.

In all cases "Ambleside" map questions to be answered from map *before each lesson*; then reading and narration; memory sketch maps. All Geography to be learnt with map.

A & B *Asia*, by N. B. Allen (Ginn, 4/6), pp. 51-140 (China, Tibet, Turkestan, Manchuria), or, *The British Isles** (Cambridge Press, 3/6), pp. 11-18, 72-112.

Round the Empire,* by Sir George Parkin (Cassell, 3/-), pp. 65-97. *Philips' Modern School Atlas of Physical, Political and Commercial Geography** (7/6): ten minutes' exercise on map of the world every week; know something about foreign places noticed in the current newspapers (see under History).

A *Our Sea Power*,* by H. W. Household (Macmillan, 2/-), pp. 74-93, or, *Hakluyt's English Voyages** (Marshall, 3/-), pp. 145-190.

N.B. — During the revision of the *Ambleside Geography Books*, alternative work is set in the Cambridge Press series. This will not however prevent those members who wish to do so from continuing to use Book III., *The Counties of England*, pp. 44-82.

Natural History,¹ etc.

A *Life and Her Children*,* by Arabella Buckley (Macmillan, 6/-), pp. 201-232.

B Kingsley's *Madam How and Lady Why** (Macmillan, 4/6, or, Dent, 2/-), chapters 1 and 2.

A & B *The Sciences*,* by E. S. Holden (Ginn & Co., 3/9), pp. 72-109: children should make experiments where possible, or, (2nd year in II.A), *Wireless*,* by C. R. Gibson (Blackie, 1/3), pp. 5-39. *Easy Experiments in Science*, by H. McKay (Oxford Press, 1/6), may be used.

¹ Overseas members see special leaflet.

Keep a Nature Note-book (P.N.E.U. Office, 5d.; see *Home Education*, pp. 54, 55). Make special out-door studies according to the season and climate, with drawings and notes; star studies. *Countryside Rambles*, by W. S. Furneaux (Philips, 2/6), may be used.

Picture Study.

A & B Reproductions* of six pictures by Rembrandt (P.N.E.U. Office, 2/-). See January *Parents' Review*, 1927, also *Home Education*, pp. 307-311.

French 2 (see N.B. 3).

Cours de Français, Méthode Orale,* Book 2, by F. Thémoin (Hachette, 2/6), (A), pp. 73-89; (B), pp. 1-14. Optional (for narration) *Sur la Montagne** (Blackie, 6d.). Teacher will find useful for conversation *French Oral Practice*, by C. H. Leather (Dent, 1/9).

A & B *Recueil de Poèmes*,* Vol. I., by J. Molmy (Blackie, 6d.). *French Songs*, by Violet Partington (Dent, 1/-).

Latin (see N.B. 3).

A First year: Scott and Jones' *First Latin Course** (Blackie, 2/6), continuous passages to be followed by narration.

Sections 1, 2, 4, 8, 10, 14; 3A, 5A, 8A, 10A, 14A; Vocab. 1-15. Declension of "hasta" (p. 124). Present Indicative of "sum," "amo," "moneo."

Second year; *Gradatim** (Longmans, 2/-), Translations 1, 2, 7-10 for narration, with necessary grammar from Dr. Smith's *A First Latin Course** (Murray, 4/-), e.g., Sections IV. and V.: Present Imperfect and Future Indicative Active of "sum" and of the four Regular Conjugations.

Arithmetic (see N.B. 3).

Teacher should use *The Teaching of Mathematics*, by I. Stephens (P.N.E.U. Office, 4d.).

A *A New Junior Arithmetic*,* by H. Bompas Smith (Methuen, 2/6), pp. 54-57, 116-123. Revise Tables.

B *A New Junior Arithmetic*,* pp. 67-84, or, continue. Much care with tables and rapid oral work. For additional examples see Nelson's *Arithmetic Practice*, Teacher's Book, Part III. (1/3), Part IV. (1/3), or, V. (1/4).

Important: to be read in leisure time: *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

Geometry or Algebra (2nd year in II.A). (See N.B. 3.)

A *Shorter School Geometry*,* by H. S. Hall and F. H. Stevens (Macmillan, 2/6), Part I., pp. 1-13; or, *A School Algebra*,* by H. S. Hall (Macmillan, 3/6), pp. 1-4, 7, 13-15. *The School Set of Mathematical Instruments* (Macmillan, 1/6).

* Schools may substitute the national language.

Drawing.

Teacher should consult: *Drawing, Design and Craft-work*, by F. J. Glass (Batsford, 12/-). Twigs in brush-drawing. Studies of objects and furniture in the school-room. Original brushdrawings from scenes in books set for reading. Memory drawings. Paint-box with specially chosen brush and colours (P.N.E.U. Office, 2/6)*: pencil should not be used. Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

Recitations.

A & B (a) Two suitable passages of about twelve verses each from *Joshua*, ch. 3, and from *St. Luke's Gospel*, ch. 15, (b) Psalm 34, (c) one hymn, and (d) one of the following:—a scene from Shakespeare's *Henry V.*; fifty lines from *Lyra Heroica** (Macmillan, 3/6); from *Historical Ballads before 1485*, by S. E. Winbolt (Blackie, 1/-); (A) from *One Hundred Poems for Boys* (Milford, 8d.), (B) from *Open Sesame*, Part III., poems collected by J. Compton (Methuen, 8d.).

Reading (including holiday and evening reading).

A & B Books set for Geography, History and Recitations should afford exercise in careful reading. Some new words to be visualized every day.

Shakespeare's *Henry V.** (Blackie; Plaintext Edition, 6d.).

A Scott's *Anne of Geierstein** (Dent, 2/-). Read from *Tales from Chaucer*, by Cowden Clark (Collins, 2/-), and from *Froissart's Chronicles: Crecy and Poitiers* (Macmillan, 4/6), or (Blackie, 10d.). Bulfinch's *Age of Fable** (Dent, 2/-), pp. 323-332.

B *The Caged Lion*,* or *The Lances of Lynwood*, by C. M. Yonge (Macmillan, 2/6 each). *The Heroes of Asgard*,* by A. & E. Keary (Macmillan, 4/6), pp. 109-162.

Musical Appreciation.

Brahms, see *The Term's Music*, by C. H. Glover (Kegan Paul, 4/6), and see under "Our Work" (January P.R.).

Music.

Continue *Child Pianist* (Curwen & Son); teacher using the *Teacher's Guide* (revised edition, 7/6). See also Programme of Music in *The Term's Music*.

Singing. (See Programme of Music.)

The National Song Book, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each,* complete with music 6/-), or, *The Pocket Sing-Song Book*, words and music (Novello, 1/6). Unaccompanied singing: three songs from *The Women's Institute Song Book* (P.N.E.U., 3d.), and see *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.). Three French songs: *Voyez Comme On*

Danse (P.N.E.U. Office, 4/6), may be used. *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 5-10, inclusive (Curwen & Son, 2/6): *Exercises for Pupils* (9d. a set). Teacher use also *Ten Minutes' Lessons in Sight-Singing*, lessons 20-23 (Curwen, 3/-).

Drill.

Board of Education Syllabus of Physical Training for Schools, 1919 (Eyre & Spottiswoode, 1/6): take six consecutive tables. *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *Children's Singing Games*, by A. Gomme & Cecil Sharpe, Set 1 (Novello, 1/-). *Scandinavian Dances*, Series I. (Ling Association, directions 3½d., Music 8½d.). Ex-Students take House of Education Drills. Teacher may find useful *How to Teach School Dances* (Evans, 4/6). Net Ball.

Work.

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Help in house or garden. *Gardening for Children*, by J. Gwynn (Harrap, 2/6). Sloyd: *Cardboard Modelling*, by C. W. D. Boxall (Charles, 2/6): make four models: (Materials from Philip & Tacey Ltd., Fulham, London, S.W. 6.), Ambleside students take House of Education Models. *Tablet Weaving*, by M. W. Peach (Dryad, 1/6): weave belts and borders. *Designing Games* (Dryad, No. 40, 6d.). Make and embroider a child's collar and cuffs, see *The Best-way Embroidery Book*, No. 204 (P.N.E.U., 6d.). Boys and girls mend clothes from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Help the "Save the Children Fund," address: 24 Langham Street, London, W.1.

N.B. 1.—In home schoolrooms where there are children in A as well as in B both Forms may work together, doing the work of A or B as they are able, but more work must be expected from A. Children should be two years in II.A (average ages, 10 and 11).

N.B. 2.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/- (P.N.E.U. Office).

N.B. 3.—In grammar (English and foreign) and in mathematics there must be no gaps. Pupils must go on from where they left off, but they will be handicapped in the future unless they can do the work set for the Form.

N.B. 4.—Each pupil should have a copy of the books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Drawing" onwards are advisable but optional.

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 6.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 7.—*The current Programmes are for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 8.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 5½d. each, and Cambridge paper for Examination, 1/- for 4 quires (*not less*) single, double lines and squares; special clipped book post envelopes, 4d. for 3. Drawing paper, 20 sheets for 6d. Drawing Books, painting paper (9d.). The School Badge (silver, 4/-, metal, 9d.). Book Plates, gummed and ungummed (25 for 6d.). School Hat Band (2/3), and Ribbon (2 inches wide 2/2 a yard, ½ inch wide, 1/3). Ties (1/3 cotton, 3/3 and 2/6 silk). Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted). P.U.S. Prayer and Hymn (1d.).

N.B. 9.—All letters about the School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.

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Motto: "I am, I can, I ought, I will."

FORM II., (A & B).

PUPILS' NAMES.....

Bible Lessons.

- I. A & B 1. (a) "She let them down by a cord through the window." (b) "There stood a man over against him with his sword drawn in his hand." (c) "They fled before the men of Ai." (d) "Sun, stand thou still upon Gibeon." On what occasions were these words used. Tell the whole story in one instance.
2. Give an account (a), of how the inhabitants of Gibeon came to Joshua at Gilgal, or, (b), of how Caleb asked Joshua for the land that Moses promised him.
- A 3. What message did the Lord give to Joshua after the death of Moses? Why is it a message for us all?
- II. A & B 1. Describe the transfiguration of our Lord. What happened when Christ and the disciples came down from the mountain?
2. Give an account of how Christ healed a woman with a spirit of infirmity on the Sabbath day. What did He say to the ruler of the Synagogue?
- A 3. What teaching does our Lord give us about two of the following?—(a), hypocrisy, (b), covetousness, (c), taking anxious thought, (d), readiness: "Be ye therefore ready," (e), the faithful and wise steward.

Writing. (Writing is also considered separately in each answer.)

Write A, (4), B, (2), lines of poetry from memory.

Dictation (unprepared) (Spelling is also considered separately in each answer).

- A Creighton's *A First History of France*, the end of chapter xxiii. (p. 209), "There was . . . curses of the people."
- B *The Heroes of Asgard*, chapter iv. (the dwarf's cave, p. 172), "And in truth . . . marvellously glittering."

- Composition. (The subjects are all taken from the Programme.)
- A & B 1. Narrate, in writing, your favourite scene from one of the following.—(a), *Anne of Geierstein*, (b), *Henry V.*, (c), *How Thor went to Jötunheim*.
- A 2. A short account, in prose or verse (which must scan), about one of the following:—(a), Sir Francis Younghusband's journey across the great desert of Gobi, (b), King René, or, (c), The Duke of Burgundy (*Anne of Geierstein*), (d), the battle of Crecy (according to Froissart), (e), a wireless message, (f) a mountain torrent.

English Grammar.
(Second Year.)

- A 1. Analyse, parsing the words in italics,—
 "A wind *came up* out of the sea,
 And said, 'O mists, make room *for me*.'
It hailed the ship, and cried, 'Sail on,
 Ye *mariners*, the night *is gone*.'"
2. Make sentences, using the following words in as many different ways as you can,—*where, much, wrong*. Say what part of speech the word is in each case.
3. Give four examples in sentences of (a), adverb phrases, (b), adjective phrases.
- or, (First Year.)
1. Analyse lines 1 and 3 of verse above and parse line 1.
2. Give three examples of sentences (a), with direct objects, (b), with indirect objects, (c), with two objects. Underline the objects.
3. Make four sentences containing verbal nouns. Parse these nouns.
- B 1. Pick out subjects and predicates in verse above. Give the tense of each verb.
2. Choose two transitive verbs and two intransitive verbs, and make sentences with them.

English History.

- A & B 1. Why was Henry V. beloved by his people? Give a short account of his reign. Dates.
2. What do you know of the invention of printing and of the change it made in the world?
- A 3. What led to the demands of Wat Tyler and his followers? Describe the rebellion. Dates.

French History.

- A 1. What do you know of (a), The Gabelle, (b), Etienne Marcel, (c), The Jacquerie, (d), The Maillotins?
2. Write a short account of Joan of Arc and of how she saved France. Dates.

- B 1. Say what you know of two of the following,—(a), the Countess of Montfort and the war in Brittany, (b), the capture of Charles the Bad by King John, (c), Bertrand du Guesclin and the Black Prince,
- or, 1. Describe the appearance of Joan of Arc, and tell how she went to the relief of the city of Orleans.

General History.

- A 1. Show in what ways "Her conquests changed the conditions of life in Rome?" What dangers had to be faced? Show how the Gracchi tried to meet them.
2. What may we learn about life in the Stone Age from the "finds" that have been made? Drawings.

Citizenship.

- A 1. Give some account of how Demosthenes went to hear an orator who "bore the bell of eloquence," and how he then trained himself to become an orator.
2. What interesting history lies behind the subjects of (a), habits of cleanliness, (b), cooking, (c), games?
- or, 2. Give some account of the League of Nations and its work.
- B 1. Tell how the Roman Ambassadors tried to make peace between the Gauls and the Clusians. What was the result?

Geography.

- A 1. Give a rough sketch map of (a), Tibet and Turkestan, or, (b), Scotland, and put in the boundaries, physical features and chief cities. Describe (a), a journey into Tibet, or, (b), the islands and lochs of Scotland.
2. Where do the British West Indian Islands lie? Name them and describe Jamaica.
3. Describe (a), how Master Thomas Candish arrived at the island of Puna, or, (b), how the famous search for a north-west passage to India began.
- or, A & B 1. Draw a rough sketch map of Derbyshire, putting in the boundaries, physical features and towns. Describe (a), the limestone caverns, (b), the silk trade in John Lombe's day.
- B 1. Give a rough sketch-map of China and put in the boundaries. Describe the life on a Chinese farm.
2. What do you know of (a), the great Fur Land, (b), the Newfoundland Fisheries? Say where they are.

Natural History.

- A 1. Describe, with diagrams, the life history of (a), the cuckoo spit insect, (b), a caddis fly, or, a dragon fly.
2. Explain how it is possible for a city, like Manchester, to get its water supply from a lake, such as Thirlmere. Give a diagram showing any city and lake,

- or, 2. What do you know about the electric waves which produce our wireless messages?
- B 1. Describe some of the work done by running water, and mention any of this work you have seen yourself.
2. Can you describe an experiment with a candle to show that light travels in straight lines? Give a diagram.

Picture Study.

1. Describe *The Shipbuilder and his Wife*, by Rembrandt.

French.

- A 1. Describe in French (a), a sunset, or, (b), a storm.
2. Make French sentences about a visit to Paris, using the adjectives *beau, bel, belle, nouveau, nouvelle*.
- B 1. (Oral: teacher award marks: maximum 50.) Say in French 6 sentences (a), that could be used at meals, or, (b), about your bedroom.
2. (Written.) Make a list in French of all the things you can see in the picture on page 5 (Thémoin). Write two sentences about the people.

Latin.

- 2nd year. 1. Translate (1) The sons of the inhabitants have doves. (2) The pupils will give gifts to the gods. (3) The slave was carrying the master's sword.
2. Translate Gradatim No. 7.
3. Read the Latin of Gradatim No. 7, then write a narration.
- 1st year. 1. Write, with meanings, the declension of "porta."
2. Translate (1) The island is small. (2) The gates are big. (3) The shields of the slaves are broad.
3. (a), Translate Scott & Jones, § 10, sentences 1-8. (b), Read the Latin of these, then write narration.

Arithmetic.

- A 1. Simplify: $\frac{6}{7} \times \frac{14}{15} + \frac{3}{8} \div \frac{15}{28}$
2. Work the following, correct to one place of decimals:—

$$\begin{array}{r} 2.62 \times .35 \\ \hline .27 \end{array}$$
3. If potatoes are 11s. 8d. per cwt. how much should be paid for 7lb.?
- B 1. A boy has £1.275 in his money-box. He spends first £.75 then £.025. What decimal of £1 is left? How many shillings?
2. How many times is .75 contained in 12?
3. Express £3 : 13 : 1½ as the decimal of £1, (a), approximately to 2 decimal places, (b), accurately.

Geometry.

1. Make figures to show what are the following: (1) a diameter, (2) a chord, (3) concentric circles, (4) an acute angle, (5) a reflex angle.
2. Make a diagram of a clock face; from this say through what angle the hour-hand moves between (a), 12 o'clock and 2 o'clock, (b), 1 o'clock and 4 o'clock, (c) half-past 2 and 6 o'clock.

or, Algebra.

1. (1) A boy had a stamps; he collected b more, then gave away c . How many had he then? (2) If $a=45$, $b=15$, $c=10$, what would be the answer?
2. If $a=2$, $b=3$, $c=4$, $x=5$, $y=8$, find the value of $\frac{6bxy}{5ac}$.

Drawing (with brush and in colour).

1. An original illustration for a scene in *Henry V*.
2. Two kinds of tree twigs (from nature).

Musical Appreciation.

What music by Brahms have you heard this term? Say what you can about one of his (a), songs, or, (b), pieces for piano.

Recitations.*

Father to choose a hymn, a poem, or a scene from *Henry V.*, and two passages from the Bible Lessons.

Reading.*

Father to choose unseen passage.

Music.*

Examine in work done and report progress.

Singing.*

Father to choose an English and a French song, and two tonic sol-fa exercises.

Drill.*

Drill, before parents.

Work.*

Outside friend to examine, but list of handicrafts completed to appear on *Parents' Report*.

N.B. 1.—Examination to begin on Monday, April 4th. Papers to be posted on Saturday, the 9th, with no other enclosure.

N.B. 2.—Subjects thus indicated (★) to be marked on the *Parents' Report* according to Regulations, and marks to be added up. For scale of values see head of Report Form.

N.B. 3.—Members are asked to read the Regulations carefully, as much time is lost by the examiners when (a), there is no numbered list of the subjects sent for examination, (b), the papers for each child are not fastened together, (c), the name of the *member* does not appear, or (d), the totals of parents' marks are not given.

N.B. 4.—Cambridge paper and the special envelopes should be used. Answers may not be written on both sides of the paper. The papers should be tied together loosely with string at the left-hand corner, and should be packed flat.

N.B. 5.—Please note carefully (a) the amount of written work expected in Form II.B, (b), the Regulations as to the number of papers to be sent in by Schools.

N.B.—Members are asked to state on the Parents' or Teachers' Report Form (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.